

District Curriculum Document

This is to be created at the district level using teacher teams

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> 1. Making healthy choices can reduce the risk of disease and illness. <i>What are some choices you can make to stay healthy? What are some poor health habits that put your health at risk?</i> 2. Diseases have negative effects on the human body. <i>What does communicable and non-communicable mean? What are some examples of each?</i> 	<p>Standard 1 Core Concept</p> <p>Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Recognize how germs are spread and explain how to prevent germs from spreading. 2. Compare and contrast communicable and non-communicable diseases.
Supporting Standards		
<ol style="list-style-type: none"> 1. Identify that healthy behaviors affect personal health. (K-2.H.1.1.1) 2. Describe ways to prevent communicable diseases. (K-2.H.1.1.3) 3. Describe why it is important to seek health care. (K-2.H.1.1.5) 4. Explain universal precautions. (Standard 1 Core Concept) 5. Identify trusted adults and professionals who can help promote health. (K-2.H.3.1.1) 6. Identify ways to locate school and community health helpers. (K-2.H.3.1.2) 7. Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). (K-2.H.7.1.1) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: recognize, identify, compare, contrast, describe, explain, demonstrate</p> <p>Content: germs, disease, spread, habits, communicable, non-communicable, risk, universal precautions, contracting, transmission, washing, airborne, touch, vaccine, doctor, symptoms, treatment</p>		

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Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> 1. Early prevention begins with education. <i>Why is it important to learn about tobacco, alcohol and other drugs? When is it appropriate to take medications?</i> 2. The use of alcohol, tobacco/nicotine products and other drugs (ATO) can affect your health. <i>What is a drug? How can using ATO affect your body?</i> 	<p>Standard 1 Core Concept: Alcohol, Tobacco, Other Drugs – The use of alcohol, tobacco, and other drugs has major implication in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Identify the types of alcohol, effects of alcohol on the body and laws related to the use of alcohol. 2. Identify the types of tobacco/nicotine products, effects of tobacco/nicotine products on the body and laws related to the use of tobacco/nicotine products. 3. Explain the appropriate and safe use of medications.
Supporting Standards		
<ol style="list-style-type: none"> 1. Describe the impact of health behaviors on body systems. (K-2.H.1.1.6) 2. Describe how the media can influence health behaviors. (K-2.H.2.1.3) 3. Identify situations when a health-related decision is needed. (K-2.H. 5.1.1) 4. Demonstrate behaviors that avoid or reduce health risks. (K-2.H. 7.1.2) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: identify, effects, laws, related, products, explain, appropriate, affect, avoid, describe, demonstrate, influence, reduce</p> <p>Content: alcohol, tobacco, nicotine, medication, drug, prevention, body systems, media, health risk, legal age, illegal, use, misuse, prescription, over the counter (OTC), directions</p>		

*Note to Teachers: Planned instruction at the 2nd grade level does NOT include specific information regarding the many types of illegal drugs. A reference to the types of illegal drugs will be included in the 5th grade curriculum only (i.e. depressants, stimulants, hallucinogens and inhalants). Any student-generated questions will be answered in a factual manner.

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<ol style="list-style-type: none"> Physical activity enhances wellness. <i>Why is physical activity important? What types of physical activity do you enjoy?</i> Healthy food choices enhance wellness. <i>What are the different food groups? How does MyPlate help make healthy food choices?</i> 	<p>Standard 1 Core Concept</p> <p>To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Explain the different types (components) of physical fitness. Identify and categorize the different food groups from MyPlate and create an example of a healthy balanced meal.
Supporting Standards		
<ol style="list-style-type: none"> Identify situations when a health-related decision is needed. (K-2.H.5.1.1) Identify a short-term personal health goal and take action towards achieving the goal. (K-2.H.6.1.1) Identify who can help when assistance is needed to achieve a personal health goal. (K-2.H.6.1.2) Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). (K-2.H.7.1.1) Make requests to promote personal health. (K-2.H.8.1.1) Encourage peers and family to make positive health choices. (K-2.H.8.1.2) Where does food come from? (Standard 1 Core Concept) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: explain, identify, create, demonstrate, encourage, promote, achieve, decide, categorize, enhance, engage, components</p> <p>Content: physical activity, balanced, healthy, MyPlate, wellness, physical fitness, lifelong, nourish, choices, personal health, food groups, muscular strength/endurance, cardiovascular endurance, flexibility</p>		

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1. Our actions have an effect on the environment. <i>How does keeping the environment clean benefit your health?</i>	Standard 1 Core Concept Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.	<u>In this unit you will:</u> 1. Describe possible causes of different types of pollution (air, land, water). 2. Describe ways to reduce, reuse, and recycle.
Supporting Standards		
8. Identify situations when a health-related decision is needed. (K-2.H.5.1.1) 9. Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). (K-2.H.7.1.1) 10. Demonstrate behaviors that avoid or reduce health risks. (K-2.H.7.1.2) 11. Encourage peers and family to make positive health choices. (K-2.H.8.1.2)		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
Academic: identify, describe, demonstrate, encourage		
Content: reduce, reuse recycle, pollution, environment, environmental health, precautions, behavior, hazards, impact		